

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present background of the study, problem of the study, the objective of the study, the scope and limitation of study, and the significance of the study.

1.1 Background of the Study

English is widely utilized as a global language by a substantial number of individuals across the globe, owing to a multitude of factors. A considerable lexicon is imperative for the successful execution of a second or foreign language (Nation, 2006). The lack of an adequate quantity of words poses challenges in effectively utilizing or employing language. In other terms, the acquisition of a substantial vocabulary is essential for the development of language skills, including speaking, listening, reading, and writing.

It is evident that the acquisition of vocabulary holds significant importance in the process of language acquisition. According to Schmitt (2000), vocabulary plays a crucial role in both the development of communicative competence and the process of acquiring a second language. In contrast, Alqahtani (2015) asserts that vocabulary is frequently regarded as a crucial asset for those learning a second language. This is due to the fact that a deficiency in vocabulary can result in ineffective communication in a second or foreign language.

Several research studies have been undertaken in Indonesia to evaluate the extent of vocabulary proficiency among Indonesian students, particularly those pursuing a degree in English instruction. The initial investigation was carried out by Kweldju (1997). The research conducted an assessment to determine the extent of English department students' vocabulary proficiency across 15 teachers' colleges. The data presented indicates that the individuals possessed a total of 4,664 words forms or 2,800 words families. Kurniawan (2017) conducted a further study to evaluate the extent of vocabulary knowledge among students enrolled in the English education department. The findings of the study indicated that the mean word count among the pupils was 1400. Sudarman and Chinokul (2018) conducted a recent study to evaluate the extent of vocabulary knowledge among pre-service teachers enrolled at a private institution. The findings of their research indicated that the students possessed a vocabulary repertoire consisting of around 1,273 words families. The outcome exhibited a further decrease compared to prior investigations, and it remained much below the threshold established by academic experts. The aforementioned data suggest that vocabulary acquisition remains a significant challenge in the context of English language education in Indonesia.

According to Ivone (2005), it is posited that a potential element contributing to the limited competency attained by Indonesian students is the deficiency in vocabulary knowledge. This element may contribute to the outcomes associated with the manner in which language is addressed during the process of teaching and learning. According to Hananto (2013), vocabulary remains overlooked in the domain of language teaching and learning in Indonesia. As a

result, several studies have indicated that Indonesian students exhibit a comparatively limited grasp of terminology. Kweldju (1997), Nurweni and Read (1999), and Quinn (1968) are scholarly sources that have been referenced. According to Kweldju (2005), the primary obstacle faced by Indonesian students in learning English is their limited vocabulary. Kweldju further proposes that effectively managing vocabulary is the key to addressing this issue.

Pinter (2009) asserts that vocabulary is a fundamental component that ought to be introduced at the initial stages of language learning, particularly among young learners. Nemati (2013) asserts that the acquisition of vocabulary plays a crucial role in the process of acquiring the English Language. The ability for a learner to effectively communicate is hindered when they lack the necessary language. According to Gass (1999), the acquisition of vocabulary involves a sequential progression that commences with the initial meaningful encounter of an unfamiliar term and culminates in the successful assimilation of its essential characteristics into one's mental lexicon. According to the findings of Stahl and Shiel (1992), there is a direct correlation between vocabulary education and enhanced comprehension abilities. Furthermore, he asserts that there is a negative correlation between the complexity of vocabulary in a document and the level of comprehension achieved by the reader. According to Spencer (1992) as stated in Lelawati et al. (2018), vocabulary is considered the most crucial skill for readers and writers. It encompasses the understanding and usage of words, including a comprehensive list of words organized in a dictionary format, accompanied by concise and explicit explanations.

Based on the above reasoning, it can be inferred that the efficacy of vocabulary acquisition is contingent upon the instructional methods employed by teachers during vocabulary instruction. In this particular scenario, the utilization of instructional strategies by teachers assumes a significant job in fostering the advancement of students' vocabulary acquisition. The process by which educators determine the most optimal approach for teaching vocabulary is contingent upon their individual perspectives regarding instructional methods for vocabulary acquisition. Hence, it is crucial to comprehend the perspectives of educators on the optimal methodology for imparting vocabulary knowledge, particularly among young students.

Numerous investigations have been undertaken to examine the pedagogical approaches employed by educators in instructing English vocabulary to young learners amongst the covid-19 pandemic. The thesis titled "The Teaching of English Vocabulary to Young Learners at SD Negeri Padasuka 2 Soreang" by Lelawati (2018) is examined. The results of the study indicated that the instructional methods of listen and do, listen and repeat, question and answer, modelling, and demonstration were more prevalent in the English vocabulary instruction for young learners at SD Negeri Padasuka 2 Soreang. Furthermore, Rahmadhani (2015) conducted a study titled "Techniques in Teaching Vocabulary to Young Learners at LIA English Course," which highlights the prevalence of three specific techniques for teaching vocabulary to young learners. These techniques include the utilization of flashcards during presentations, sorting tasks for practice, and sentence completion exercises for vocabulary revision. In a recent study conducted

by Agustin (2019), the author presented findings regarding the instructional approaches employed by an English teacher at an elementary school in Ngamprah. The identified techniques utilized by the instructor were Spelling Rules and Keeping Record, with the instructional medium being songs.

The aforementioned studies examined instructional approaches for imparting English vocabulary to young learners within a conventional classroom setting. However, there has been a lack of research undertaken specifically on the instructional methodologies employed by teachers for teaching English vocabulary to young learners during the Covid-19 pandemic. During the COVID-19 epidemic, there was a shift in the learning environment from traditional offline classrooms to online settings. Consequently, educators were compelled to adapt their teaching methods to effectively instruct students in vocabulary acquisition, necessitating a more innovative and demanding approach. Therefore, the researcher was motivated to do the study in that particular field. Furthermore, the researcher chooses to select English teachers from elementary schools in Muara Jawa due to their proximity, making them the most accessible subjects for the study. However, the teachers involved in this study had prior experience in teaching language to young learners during the Covid-19 pandemic, which aligns with the objectives of the current research.

Based on the explanation above, the researcher conducted a study entitled “TEACHERS’ STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS DURING COVID-19 PANDEMIC”.

1.2 The Problems of the Study

The problem of this research is based on the previous backgrounds, this study was directed to find out the following questions:

1. What is vocabulary learning strategies employed by teachers for young learners during Covid-19 Pandemic?
2. What are challenges in teaching vocabulary for young learners during Covid-19 Pandemic based on teachers' perspectives?

1.3 The Objectives of the Study

Based on the study problems, the objectives of this study are as follows:

1. To investigate vocabulary learning strategies employed by teachers for young learners during Covid-19 pandemic, and
2. To gather information about challenges that teachers encountered in teaching vocabulary for young learners during Covid-19 pandemic.

1.4 The Scopes of the Study

Based on the problems above, the researcher limited and focused on the implementation of the teachers' strategies in teaching English vocabulary for young learners during Covid-19 pandemic.

1.5 The Significances of the Study

1. Theoretical Significance

The findings of this study are anticipated to serve as a valuable resource for educators and scholars seeking to conduct comparable investigations on instructional approaches employed by instructors in teaching English vocabulary to young learners amidst the Covid-19 pandemic.

2. Practical Significance

1) For students

The implementation of various tactics has the potential to enhance pupils' enthusiasm for learning.

2) For Teachers

- a. The teachers will appropriately implement English teaching methodologies in order to ensure the effectiveness of the teaching and learning process.
- b. This study aims to enhance the English teachers' ability to effectively implement appropriate teaching strategies in the learning process of young learners.